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ABSTRACT

The School Based Teacher Educators Project (SBTE) had as one of its major goals the development of a set of competency specifications for the role of school based teacher educators. This paper describes the process that was used to identify the competencies. A number of different approaches have been advocated by various educators for identifying the competencies required for a given role--all of these approaches include some type of role or task analysis, review of research related to role functions, and an analysis of literature advocating new functions for the roles. The competencies presented in this paper were identified through the following process: (1) a comprehensive review of the literature related to inservice and preservice education which provided the basic information on the functions and tasks of the school based teacher educator's role; (2) interviews conducted with 19 supervisory personnel representing five school districts provided practicing professional's perceptions of the school based teacher educator role; (3) an initial list of competency statements was drawn, and to further analyze and validate the list, an external expert review was organized and conducted; (4) competency statements were again reviewed and revised several times. This paper concludes with a list of 20 competency statements along with the remark that at the time of the paper's writing more specific competency statements were still being developed. (MM)

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NUMBER 7

Specifying Competencies for SCHOOL BASED TEACHER EDUCATORS through Task, Conceptual, and Perceptual Analyses

A PROJECT SUPPORTED BY THE FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION, H.E.W.

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SCHOOL BASED TEACHER EDUCATORS

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specifying competencies for School Based Teacher Educators through task, conceptual, and perceptual analyses

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The SBTE Project had as one of its major goals the development of a set of competency specifications for the role of school based teacher educators. The purpose of this paper is to describe the process that was used to identify SBTE competencies.

There exist a number of different approaches that have been advocated by various educators for identifying the competencies required for a given role (Houston, 1972; 1975; Cooper, Weber and Jones, 1973). All approaches include some type of role or task analysis, review of research related to role functions, and an analysis of literature advocating new functions for the role. All of these processes were used in identifying SBTE competencies. The rest of this paper delineates this history.

Review of Literature

A comprehensive review of the literature related to inservice and preservice teacher education provided the basic information on the functions and tasks of the school based teacher educators' role. The review considered four variations of the role--full-time and part-time, inservice and preservice (see Figure 1). Particular attention was given

	Part-Time	Full-Time
Preservice	Supervising teacher of Student Teachers British Tutor	Intern Consultant Clinical Consultant University Supervisor
Inservice	Team Leader Departmental Chairperson Principal Staff Coordinator Professional Tutor	Coordinator Consultant Resource Teacher Instructional Supervisor Curriculum Supervisor

Figure 1

SPECIFIC ROLES OF SCHOOL BASED TEACHER EDUCATORS

to searching out similarities and differences of the four variations of the role in terms of functions, tasks, and the competencies required for each. The full-time and part-time roles seemed to require the same basic competencies, although one might expect full-time school based teacher educators to be more highly qualified. The preservice and inservice roles required a core of similar competencies but there appeared to be a differentiation. The literature review indicated that this differentiation, largely based on subjective data, was greater than the differentiations of competencies required for part-time and full-time school based teacher educators. This literature review identified numerous tasks and functions related to the SBTE role, which were then formulated into an initial list of SBTE functions. Almost all functions specified in this list were supported by information gathered from the review of literature, and reported in School Based Teacher Educators: Rationale, Role Description and Research (Publication #2 of the SBTE Project).

Interviews with School District Supervisory Personnel

Interviews conducted with nineteen supervisory personnel representing five school districts provided practicing professionals' perceptions of the school based teacher educator role. The data from these interviews reassured the project staff of the need for school based teacher educators; provided information on the parameters of school based teacher educators; and illuminated the functions, tasks, and problems that would be associated with the school based teacher educators' role. These interviews were

reported in more detail in A Task Analysis of Staff Development Personnel in Selected School Districts (Publication #6 of the SBTE Project).

Development of a Responsibility/Function Matrix

A rough matrix linking areas of responsibility with functions was derived from information gained through the interviews and the review of literature. This matrix indicated areas in which competencies might be specified and analyzed. This matrix is presented as Figure 2.

Area of Responsibility	Functions				
	EVALUATING	DEVELOPING	TRAINING	COMMUNICATING	PLANNING
CURRICULUM					
INSTRUCTION					
RESOURCES					
SUPPORT SYSTEM					
ORGANIZATION					
PERSONNEL (Teachers)					
INSERVICE EDUCATION					

Figure 2

AREAS OF RESPONSIBILITY/FUNCTIONS MATRIX

Initial Competency List

The specifications of the initial competency list drew on the resources of the literature review and the information gained through the interviews. The matrix acted as a framework for and a check of the areas for which competencies were specified. Following the reaction of project staff to the competencies, an initial competency list was prepared. Competencies were ordered according to the areas of responsibility identified by the matrix.

An early decision was made to specify the competencies in terms of the outcomes expected of the SBTE, rather than specifying the knowledge and skills required to achieve the desired outcomes. This decision was made for three reasons: (1) specifying outcomes expected of SBTE would communicate better how these people were to function; (2) agreement on the competencies needed for SBTEs could be more easily attained by making the competency statements outcome oriented; and (3) the more specific knowledge and skill objectives could be easily derived from the competency statements once agreement had been reached.

The initial competency list, and subsequent revised competency lists, is based on an undergirding: *In instances where the school based teacher educators are asked to assist teachers in particular skills, they themselves can demonstrate the skill in question.* This assumption decreased the potential number of statements by half, one set specifying the SBTE's skill in performing the competency expected of teachers and another set specifying the competencies required to teach these teaching competencies.

National Panel's Reaction to Initial Competency List

To further analyze and validate the initial list of competency statements, an external expert review was organized and conducted. Project staff composed a list of fifty-two nationally known teacher educators and supervisory specialists. A letter was sent to each asking that he or she respond to: (1) the clarity of each competency statement; and (2) the appropriateness of the statement for school based teacher educators. They were also asked to give additional comments on each statement and were provided an opportunity to write additional competencies. Appendix A consists of the instructions given the national panel. Appendix B lists the names of those to whom the instrument was sent.

Twenty-seven of the fifty-two panel members responded to the instrument as instructed. Three presented their collective comments in written form. These comments concerned the lack of process competencies for the school based teacher educator; the need for special training for the school based teacher educator; and the objection to the words "train" and "transmit." One respondent agreed with the majority of the competencies but indicated they were too simplistic, commenting that they would be appropriate if "stated at a higher level."

In space provided, respondents expressed several general comments. Three respondents felt that the competency statements were too broad and as such were more like goals than competencies. One person suggested narrowing the conception and striving for depth and excellence. This suggestion was related to other statements indicating that too much was being expected of the school based teacher educators and that some

competencies must be given priority over others. A second area of concern related to the organization of competencies, with the suggestion that they be clustered. Several respondents indicated overlap among the competencies. Competency statements indicated by the respondents as lacking clarity usually contained terms that were too broad in scope, i.e., "curricula."

Additional competencies identified by respondents indicated areas that were either omitted or areas in which the respondent wanted more emphasis. These areas included identification of learning difficulties; diagnosing learning difficulties; assisting teachers to develop equitable teaching regardless of race, creed, sex, or socio-economic status; and the area of human relations (affective area).

Analysis of Panel's Reactions

A detailed analysis of the panel's reactions to each of the initial competencies was made by project staff. Several competencies were deleted and others revised as a result of the analysis. The revised competency list was clustered and ordered sequentially, beginning with pre-teaching functions, i.e., planning and developing; then instructional functions; evaluation functions; and professional growth functions.

Reaction of Competency Task Force to Revised Competency List

The Competency Task Force, after being informed of the reactions of the national panel to the initial competency list, discussed the revised list of competencies and made several changes. Particular attention was given to those areas in which the national panel had suggested additional

competencies. Competencies deleted as a result of the national panel's reactions were also reconsidered. Figure 3 presented on the next few pages, includes the initial competency statements, recommendations of the national panel, the revised competency statements, actions of the Competency Task Force, and the third revised set of competency statements.

INITIAL COMPETENCY STATEMENTS	APPROPRIATE FOR SBTE		CLARITY		COMMENTS OF NATIONAL PANEL	REVISED COMPETENCY STATEMENTS	COMPETENCY TASK FORCE REACTION AND RESULTING COMPETENCIES USED FOR STATE SURVEY
	Is	Is Not	Is	Is Not			
1. Train teachers to use techniques and instruments for diagnosing student needs.	20	0	15	4	What needs? Needs Perceived by whom? Add in academic, social, psychomotor areas. Not "train" expressed 6 times. Add "and evaluate" techniques.	7. Assist teachers to use techniques and instruments designed to diagnose students' academic and social development needs.	7. Remained unchanged. Assist teachers to use techniques and instruments designed to diagnose students' academic and social development needs.
2. Train teachers to evaluate the effectiveness of instructional innovations and programs.	15	3	12	4	Five objections to train. Too specialized a task for SBTE. A professional role in itself. Effectiveness-program or kids. Eliminate innovations by 2 respondents. Replace with "old and new programs." Reorder #2 and #3. Based on objectives. Define terms	14. Assist teachers to evaluate instructional effectiveness, based on articulated objectives.	14. Assist teachers to develop instructional goals and objectives. After some discussion concerning how the use of objectives could best be stated, Competency #1 was re-written.
3. Train teachers to adapt curricula developed elsewhere to meet the needs of a student or student group.	21	0	13	5	Four objections to "train." A little vague. Two asked that curricula be defined. Good. Essential, Very Important. Key statement.	9. Assist teachers to adapt curricula developed elsewhere to meet the needs of a student or student group.	9. Competency #9 was dropped in view of changes made in Competency #10. This competency was deemed more appropriate for the SBTE.
4. Transmit to teachers an understanding of the structure and inquiry procedures of the subjects they teach.	14	6	12	10	4 objections to transmit. 4 felt that it was the task of subject specialists. 3 said it was not clear. Not appropriate. Teachers may resent.	6. Assist teachers to understand the structures and inquiry procedures of the subjects they teach.	6. Assist teachers to strengthen their understanding of the basic concepts and theories of the subjects they teach. In view of the National Panel's reactions and the Task Force's questioning of "structure" and "Inquiry" the changes were made.
5. Counsel teachers who have personal problems that affect their teaching effectiveness.	6	13	12	4	4 responses of NO. Not competent, not qualified, a professional role; change personal to professional. Recognize problems and seek help or identify and refer.	Competency Dropped	21. Assist and encourage teachers wh have personal problems that affect their teaching effectiveness to seek help. (21)

INITIAL COMPETENCY STATEMENTS	APPROPRIATE FOR SBTE		CLARITY		COMMENTS OF NATIONAL PANEL	REVISED COMPETENCY STATEMENTS	COMPETENCY TASK FORCE REACTION AND RESULTING COMPETENCIES USED FOR STATE SURVEY
	Is	Is Not	Is	Is Not			
							(Continued) The competency was put back as the Task Force felt that it was very important and that the National Panel objection was to the SBTE playing "Counsellor."
6. Transmit to teachers an in-depth knowledge about instruction and the learning process.	19	1	11	6	5 objections to "transmit." Define transmit and in-depth. Learning process-define. Add "and ability to use."	Competency Dropped Terms lacked clarity. Intent of competency included in other competencies #7, 9, 10, and 11.	Remained Dropped
7. Train teachers to write instructional objectives.	17	2	17	3	Add "and "use after write. What competency is needed to train. 3 objections. Should be write and evaluate. Too specific-out of place. Go beyond and relate to teaching and learning.	Competency dropped. It was viewed as a subset of #11.	Original competency incorporated into competency #14.
8. Train teachers to develop curriculum guidelines and specific instructional units.	18	3	15	4	Important. Crucial, high priority. Define curriculum guidelines. Be specific and define. Use "evaluate" not develop. Two specific skills; one policy level, one scope and sequence. 4 objections to "train."	10. Assist teachers to develop specific instructional units. First part was dropped as it is not within the parameters of SBTE.	11. Assist teachers to develop and/or adapt instructional programs and materials. Changed to incorporate part of Competency #9 which was dropped by the Task Force.
9. Train teachers to design instructional processes appropriate for particular objectives.	20	0	14	5	3 objections to "train." Interpretation problem. Particular objectives?? Rewrite to describe and advance level of competency. Subset of #8 and 3. Should follow #7.	Competency dropped. Seems to be a subset of #8 and #11.	Remained dropped.

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	Is	Is Not	Is	Is Not			
10. Assist and encourage teachers to employ a knowledge of current educational research to improve education.	19	3	14	5	Important. Very very imporeant. Appropriate but difficult. Assist in translating, interpreting and utilizing. Analyze, synthesize research for teachers as mediator role. Define research. O.K. if provided in terms of classroom application. Whose knowledge? Not appropriate. Too much to ask.	4. Assist teachers to translate and use knowledge of current educational research to improve instruction.	5. Assist teacher to translate knowledge current educational research and development into instructional practice. Improvement of working for clarity.
11. Train teachers to plan for and effectively utilize individualized instructional strategies.	21	0	18	3	4 objections to "train." Define individualized instruction. Depends upon school philosophy. Excellent. And model too. Essential. Vague Redundant with #9. Should follow #11. Cluster with #3,8,9,11.	11. Assist teachers to plan and utilize individualized instructional strategies.	13. Assist teachers to design and implement personalized instructional plans. Was changed to eliminate "vagueness" as to individualized.
12. Train teachers in effective techniques of classroom management.	19	0	16	1	Essential. Train and assist. And #31. Beyond instructional role. Help in developing. 4 objections to "train."	13. Assist teachers to use effective techniques of classroom management.	Remained unchanged.
13. Train teachers to demonstrate various models of teaching and instructional strategies.	15	4	9	6	Do you mean effectively model and train? If so, criteria? Excellent with #5 #1. Not sure we have models, methods, and styles. University job. SBTE should demonstrate, help. Help train and develop ability to. Train objected to by 4. Essential. Varies.	12. Assist teachers to utilize various models of teaching.	Remained unchanged.

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	Is	Is Not	Is	Is Not			
14. Establish trusting and effective team relationships with teachers.	19	1	12	3	2 said it was very important. Number one priority. Essential by 2. I like #34 better. Relationship is vague. Omit "team." State in terms of effects. Establish is authoritarian. Only if SBTE properly trained.	1. Establish honest and trusting relationships with teachers.	1. Develop honest and trusting relationships with teachers.
15. Train teachers to develop communications and interpersonal skills in order to communicate effectively with students, colleagues and school constituencies.	19	1	14	1	3 objected to train. Essential."Written too." Not appropriate-superman. Some selected teachers. Too high an inference level. Is same as #14. To help.	2. Assist teachers to develop communication and interpersonal skills to communicate effectively with students, colleagues and school constituencies.	2. Assist teachers to develop effective communication, involvement, and interpersonal skills with students, colleagues and school constituencies.
16. Plan and conduct conferences on basis of objectives and/or perceptual data to enable a teacher to gain insight into his/her teaching behavior.	19	1	11	7	6 commented "individually" Favored individual. Essential. Should follow #5. Not clear. "Gain insight??" What is difference between "objective and perceptual?"	17. Plan and conduct individual conferences with teacher using objective data.	20. Plan and conduct individual conferences with teachers. Objective data was deleted after a discussion as to whether or not such was ever possible. Data was also referred to in competency #16, where it seemed more appropriate.
17. Collect data on teacher and student behavior using observation techniques and instruments.	16	1	15	3	Essential. Define conditions of acceptability. 2 said "train teachers to do." Student interaction. Not appropriate. Scary unless linked to a purpose	15. Assist teachers to collect objective data on teacher and student behavior, using observation techniques and instruments.	17. Assist teachers to evaluate instructional effectiveness by collecting objective data on teacher and student behavior. The change indicates why the data is being collected.
18. Analyze and interpret data on teacher and student behavior.	18	1	17	1	Essential. And train teachers to do. Assist teachers in the analysis of. Not appropriate as teachers should do. Educate teachers to do.	16. Assist teachers to analyze and interpret data on teacher and student behavior.	18. Assist teachers to analyze and interpret objective data on teacher and student behavior.

INITIAL COMPETENCY STATEMENTS	APPROPRIATE FOR SBTE		CLARITY		COMMENTS OF NATIONAL PANEL	REVISED COMPETENCY STATEMENTS	COMPETENCY TASK FORCE REACTION AND RESULTING COMPETENCIES USED FOR STATE SURVEY
	Is	Is Not	Is	Is Not			
19. Assist and encourage teachers in techniques for self-evaluation.	20	0	15	5	Very appropriate. Essential. Very important. Right On. Omit "and encourage." How is criteria established? Point out distinction from #16,17 and 18.	Competency dropped. Incorporated in #16,17,18.	Remained dropped.
20. Assist and encourage teachers to develop their own philosophy of education.	12	3	4	10	Relate to common values. Important. Philosophy is too broad. Independent of school's? Question appropriateness. Do you mean articulate? Individual and school may differ. What is your own philosophy?	Competency dropped. Possible conflict between the individual's and school's philosophy. Combined with #23.	Remained dropped.
21. Assist and encourage teacher creativity.	12	2	9	10	How measured? Important. Need Need to foster creativity. Very important but HOW? 4 questioned definition. Not clear. Platitude.	Competency dropped. Vagueness. Difficult to measure.	Remained dropped.
22. Train teachers in effective leadership skills.	12	3	7	2	4 objected to train. 4 said not clear. Leadership for whom. For what-change or promotion. Platitude.	Competency dropped. Not appropriate.	14. Assist teachers to develop effective leadership skills. Was brought back as Task Force members felt it was both appropriate and desirable. Leadership skills are employed in the classroom
23. Encourage and assist teachers' attempt to develop personal teaching style.	15	3	11	6	Competency? Not clear but useful. What if style is 50 years old? Already have teaching style. Do you mean articulate? Enhance? Omit "encourage." Add "in developing." Nonsense statement.	5. Assist teachers to develop personal teaching style that is consistent with both their own and their school's philosophy.	6. Assist teachers to develop a personal teaching style consistent with both their own and their school's philosophy. Changes-minor wording changes.

INITIAL COMPETENCY STATEMENTS	APPROPRIATE FOR SBTE		CLARITY		COMMENTS OF NATIONAL PANEL	REVISED COMPETENCY STATEMENTS	COMPETENCY TASK FORCE REACTION AND RESULTING COMPETENCIES USED FOR STATE SURVEY
	Is	Is Not	Is	Is Not			
24. Assist and encourage teachers to establish, implement and assess individual professional growth plans.	19	1	16	1	Priority. Important. Part of #19. Any quality control? Add "to develop." Omit encourage. Same as self-evaluation. Not clear. Change to "in establishing, implementing, and assessing."	'8. Assist teachers to establish, implement and assess individual professional growth plans.	19. Assist teachers to develop, implement and assess individual professional growth plans. "establish" was changed to "develcp."
25. Conduct and/or facilitate research studies on teaching and learning.	15	5	13	3	Good. Important. Similar to #18. 4 said "No." Too much already. Seldom find both in one person. Omit "research" it is redundant.	20. Conduct and/or facilitate research studies on teaching and learning.	Remained unchanged.
26. Develop guidelines and coordinate preservice and/or inservice teacher education activities.	18	2	14	3	Important. Must be done with administration. Begin with "Coordinate according to developed guidelines." Guidelines and activities not clear. Not appropriate. Maybe...	Competency Dropped. "Develop guidelines" lack clarity. Really an activity and not suitable.	Remained dropped.
27. Assess, develop, and coordinate non-instructional (support) services necessary to improve instructional performance.	14	5	13	3	Critical but not explicit. 2 indicated that it was an administrative role. Only in SBTE activities. Not clear. Not appropriate. Observe for needed support services and report to principal.	21. Assess, develop, and/or procure support services necessary to improve instructional performance.	16. Assist teachers to assess, develop, and/or procure support services necessary to improve instructional performance. Assist teachers was more appropriate to the SBTE role.
28. Train teachers to gather and utilize different data sources to understand school, classroom and community environments.	19	1	14	3	Important. Add "support or encourage." Understand? Yes, but? Assist. Help use. "Utilize and interpret?" University's job. Not clear. "to gather and" is wordy.	3. Assist teachers to gather and utilize different data to understand school, classroom and community environments.	3. Assist teachers to gather and utilize different data about school, classroom and community environment.

INITIAL COMPETENCY STATEMENTS	APPROPRIATE FOR SBTE		CLARITY		COMMENTS OF NATIONAL PANEL	REVISED COMPETENCY STATEMENTS	COMPETENCY TASK FORCE REACTION AND RESULTING COMPETENCIES USED FOR STATE SURVEY
	Is	Is Not	Is	Is Not			
29. Train teachers in selecting, utilizing and developing instructional materials.	17	1	15	1	Need criteria. Add "assist." Overlap. May be redundant in terms of learning units. Covered already. Should know. Not appropriate. 4 objections to train.	Competency dropped. Subsumed under #8.	Remained dropped.
30. Train teachers to design and structure environments that facilitate learning.	19	0	12	1	2 noted "assist" not "train." Essential. Structure? Another subset. Same idea in #26,27,28 and 29.	8. Assist teachers to design and structure environments that facilitate learning.	9. Assist teachers to design, structure and maintain physical environments that facilitate learning.
31. Demonstrate effective organizational and management skills.	16	1	11	2	Essential. SBTE--line or staff? Not appropriate. Add "and leadership skills."	19. Demonstrate effective organizational and management skills.	22. Demonstrate effective planning organizational, and management skills.
							NEW COMPETENCIES ADDED
							4. Assist teachers to understand and work effectively with different social, ethnic, and cultural groups. This was added in response to the national panel's reactions which shows the area as being omitted.

State Survey of Texas Educators

The third revised set of competency specifications included twenty-three statements which were prepared as a survey to be mailed to a sample of Texas educators for their reactions. There were two reasons for this survey: (1) to secure reactions to the competency statements, and (2) to generate a sense of identification with the project among those who were asked to participate.

In August, a sample of 600 Texas educators was identified who were knowledgeable about teacher centers and teacher education. They were queried about the status of teacher centers in Texas. That study (Hall and Loucks, Teacher Centers in Texas: The State of the Scene, SBTE Publication #4) provided not only a state-of-the-art analysis of the teacher centering movement, but also a baseline study for this project. The competency survey's sample was secured from those who had participated in the project's baseline evaluation study, and those educators who had expressed, in writing, an interest in the project. The sample was stratified to insure responses from teachers, university faculty, public school administrators, and representatives from regional service centers.

Three hundred participants were asked to rate each competency statement on a scale of 1 (not important) to 7 (crucial), both for preservice and inservice school based teacher educators. They were also asked to indicate which five competencies they perceived as being most important. Figure 4 summarizes the results of this survey.

Competency	Number Responding		Rating (1-7 Scale)				Identified as One of Five Most Important			
			Mean		Rank		No. Times Nominated		Five Most Important	
	Pre-Ser.	In-Ser.	Pre-Ser.	In-Ser.	Pre-Ser.	In-Ser.	Pre-Ser.	In-Ser.	Pre-Ser.	In-Ser.
1. Develop honest and trusting relationships with teachers.	145	146	5.24	5.60	8	1	47	57	5	1
2. Assist teachers to develop effective communication, involvement and interpersonal skills with students, colleagues, and school constituencies.	146	144	5.41	5.53	4	6	53	53	2	3
3. Assist teachers to gather and utilize different data about school, classroom and community environments.	142	143	4.25	4.45	20	22	6	4	-	-
4. Assist teachers to understand and work effectively with different social/ethnic/cultural groups.	146	143	5.18	4.99	10	16	44	32	-	-
5. Assist teachers to translate knowledge of current educational research and development into instructional practices.	147	140	4.61	5.30	18	7	23	30	-	-
6. Assist teachers to develop a personal teaching style consistent with both their own and their school's philosophy.	145	144	5.28	5.26	6	9	50	41	3	5
7. Assist teachers to strengthen their understanding of basic concepts and theories of the subjects they teach.	146	146	5.28	5.13	5	13	48	40	4	[6]
8. Assist teachers to use techniques and instruments designed to diagnose students' academic and social development needs.	147	145	4.98	5.19	13	10	35	38	-	-
9. Assist teachers to design, structure, and maintain physical environments and facilitate learning.	145	145	4.74	4.95	15	17	11	19	-	-
10. Assist teachers to develop instructional goals and objectives.	146	145	5.45	5.30	3	8	40	33	-	-
11. Assist teachers to develop and/or adapt instructional programs and materials.	147	145	5.01	5.36	12	5	32	38	-	-
12. Assist teachers to select and utilize various strategies and models of teaching, e.g., concept development, inductive procedures, non-directive.	147	146	5.27	5.18	7	11	42	27	-	-
13. Assist teachers to design and implement personalized instructional plans.	145	145	5.20	5.03	9	14	35	20	-	-
14. Assist teachers to develop effective leadership skills.	147	146	4.69	4.66	16	21	11	15	-	-
15. Assist teachers to use effective techniques of classroom management.	145	144	5.68	5.57	1	2	71	54	1	2
16. Assist teachers to assess, develop, and/or procure support services necessary to improve instructional performance. (By support services we mean such things as: parent volunteers, A.V. Services, and diagnostician services.)	145	147	4.23	4.82	22	18	7	21	-	-
17. Assist teachers to evaluate instructional effectiveness by collecting objective data on teacher and student behavior.	147	145	4.47	4.70	19	20	14	21	-	-
18. Assist teachers to analyze and interpret objective data on teacher and student behavior.	147	145	4.60	4.79	17	19	7	7	-	-
19. Assist teachers to develop, implement and assess individual professional growth plans.	146	145	4.33	5.00	21	15	10	33	-	-
20. Plan and conduct individual conferences with teachers.	145	145	4.78	5.14	14	12	21	33	-	-
21. Assist and encourage teachers who have personal problems that affect their teaching effectiveness to seek help.	145	147	5.05	5.46	11	4	28	42	[13]	4
22. Demonstrate effective planning, organizational, and management skills.	145	146	5.46	5.51	2	3	41	37	-	-
23. Conduct and/or facilitate research studies on teaching and learning.	146	147	3.62	4.33	23	23	5	10	-	-

Figure 4

RESULTS OF STATE COMPETENCY SURVEY

Findings and Conclusions of State Survey

An analysis of the survey results suggested the following conclusions.

1. All twenty-three competencies (with the possible exception of #23) were rated important by the respondents. The average rating was 4.9 for preservice and 5.1 for inservice education.

2. The results of the survey classify the twenty-three competencies as follows:

   Ten were considered very important: 1, 2, 4, 6, 7, 10, 12, 15, 21, and 22.

   Six were considered of average importance: 5, 8, 11, 13, 19, and 20.

   Seven were considered important, but of less importance than the others: 3, 9, 14, 16, 17, 18, and 23.

3. There was general agreement across all respondent groups (teachers, university faculty, public school administrators, and regional service center personnel) that the following four competencies are very important: 1, 2, 6, and 15.

4. There was agreement among public school administrators and preservice university faculty that competency statement #10 was very important.

5. There was agreement among teachers on the importance of the following competencies: 4, 7, and 21.

6. University faculty agreed that competency #12 was very important.

7. Teachers and administrators both agreed that competency #22 was important.

8. There was no significant difference between the rated importance of competencies for preservice and the inservice education. In the respondents' perceptions, separate sets of competencies for inservice and preservice SBTEs were not required.

Teacher Center Conference

The list of twenty-three competency statements and the preliminary results of the state-wide survey were used as working papers at the SBTE Teacher Center Conference in Corpus Christi, March 31-April 1, 1976. Representatives of all teacher centers participating in the project were invited to this conference to react to the work of the project's task forces. The eighty-five participants were divided into small groups to discuss each competency statement for preservice and inservice education, and to reach concensus regarding acceptance or revision. The reports from each group were compiled and summarized. Participants also recommended that no distinction should be made regarding the competencies required of preservice and inservice SBTEs. The fourth and final revision of competency specifications included twenty statements listed below. These were mailed in April, 1976 to teacher centers for consideration and endorsement.

COMPETENCIES

The School Based Teacher Educator will be able to:

1. Assist teachers to develop interpersonal skills and effective communication with students, colleagues, and school constituencies.
2. Assist teachers to gather and utilize relevant data about school, classroom and community environments.
3. Assist teachers to understand and work effectively with different socio-economic/ethnic/cultural groups.
4. Assist teachers to translate knowledge of current educational research and development into instructional practices.

5. Assist teachers to develop a personal teaching style consistent with their own philosophy.

6. Assist teachers to improve their understanding of basic concepts and theories of the subjects they teach.

7. Assist teachers to understand and use techniques and instruments designed to diagnose students' academic and social development needs.

8. Assist teachers to design, develop, and maintain environments that facilitate learning.

9. Assist teachers to develop instructional goals and objectives.

10. Assist teachers to develop and/or adapt instructional programs and materials.

11. Assist teachers to select and utilize various strategies and models of teaching, e.g., concept development, inductive procedures, non-directive teaching.

12. Assist teachers to design and implement personalized learning plans.

13. Assist teachers to develop effective leadership skills.

14. Assist teachers to understand and use effective techniques of classroom management.

15. Assist teachers to evaluate instructional effectiveness by collecting, analyzing, and interpreting data on teacher and student behavior.

16. Assist teachers to develop, implement, and assess continuing individual professional growth plans.

17. Plan and conduct individual conferences with teachers.

18. Recognize the existence of personal problems that affect a teacher's instructional effectiveness, and initiate appropriate referral process.

19. Demonstrate effective planning, organizational, and management skills.

20. Facilitate research studies on teaching and learning.

Objectives and Indicators of Attainment

At the time of this writing more specific objectives and indicators of attainment are being developed for each competency statement by project staff and consultants. These objectives and indicators of attainment will be the basis for describing more fully competency specifications, developing SBTE training systems, and designing assessment systems.

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